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ABSTRACT

This bibliography was undertaken to facilitate and encourage further research in international education. Sources of the data include library reference works, University Microfilms containing PhD dissertations, US government agencies, foundations and universities. Entries include publications on the International Exchange of Students, Teachers and Specialists and cover: selection, admissions, orientation, scholarships, grants, foreign student advisors, attitudes, and adjustment, hospitality of host country, community relations, academic achievement, returnees, follow-up evaluations, brain drain, professional educators, specialists, US nationals abroad, foreign students and visitors in the US, personnel and program interchanges, immigration policies, international activities of US universities. Entries on Educational Curriculum cover: English as a second language, linguistics and other languages, courses of study. The last 3 sectional entries are: General Works on International Educational and Cultural Exchange; Cross-Cultural and Psychological Studies Relevant to Educational Exchange; and Bibliographies. (JS)

INTERNATIONAL EDUCATIONAL EXCHANGE

A BIBLIOGRAPHY

by Richard E. Spencer and Ruth Awe

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Graduate Study in the United States. 1967. 40 cents.

Handbook on International Study. In two volumes. $5.00 per volume.
For U.S. Nationals. Available late 1970.
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Huber, Thomas. **U.S. Study Programs and West German Educational Institutions.** 1969. $2.00.

International Awards in the Arts: For Graduate and Professional Study. 1969. $3.00.

Jacqz, Jane W. **Guidelines for the Admission and Placement of Students from the Middle East and North Africa.** 1966. $1.50.

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U.S. Academic Programs Abroad. Formerly *Undergraduate Study Abroad.* With an introduction by Dr. Stephen A. Freeman. Available early 1971.

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OTHER IIE PUBLICATIONS

English Language and Orientation Programs in the United States. 1969. $1.00.

Graduate Study in the United States. 1967. 40 cents.

International Awards in the Arts: For Graduate and Professional Study. 1969. $3.00.

Open Doors: Report on International Exchange. Statistics and text. Annual. $3.00.

The Two-Year College in the United States. 1967, reprinted in 1969 with a list of new colleges. 30 cents.

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RICHARD E. SPENCER

It is with deep regret that the Institute of International Education notes the untimely death of Professor Richard E. Spencer on January 24, 1970, at the age of 42.

Dr. Spencer, who was professor of educational psychology and head of the University of Illinois Measurement and Research Division, received his B.S. degree in psychology from Hobart College, his M.A. from the University of Colorado, and his Ph.D. from the University of Illinois.

After spending two years in Kabul, Afghanistan, as a specialist in measurement and evaluation, he developed a continuing interest in improving testing and evaluation for English-speaking foreign language students and for foreign graduate students coming to the United States. He published nine articles and produced 27 research reports in this field. He recently served as a measurement consultant in Bolivia, Afghanistan, and Iran. At the time of his death, he was organizing the development of a Measurement and Research Center in Iran and an academic intern program in a cooperative arrangement between the University of Illinois and the University of Tehran.

He left his wife, Mima Bloy Spencer, and seven children.

Dr. Lawrence M. Aleamoni of the University of Illinois assumed the responsibility for reading proofs and acting on Dr. Spencer's behalf in the final stages of production of this book. Dr. Spencer completed the manuscript before his death.

Kenneth Holland
President
Institute of International Education

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INTRODUCTION

In April, 1967, Dr. Spencer was invited to present a paper on the academic performance of foreign students to the Seminar on Research in Programs for Foreign Students held at Michigan State University in August, 1967. The participants spent a week on intensive review of published research in international educational exchange since 1960. They reviewed admissions, the foreign student's adjustment to new environment, his academic achievement, his role as a cross-cultural representative, and his role as a returnee or permanent resident. In the process, they investigated 262 publications. It was immediately apparent that the body of existing research on international educational exchange presents a number of problems for anyone attempting to use it and build on it.

(1) Studies vary considerably in the type of data collected on foreign students. Few common variables (or marker variables) such as age, sex, previous education, etc., are to be found in much of the literature.

(2) Very little research has been done relative to students' objectives in undertaking foreign study, nor to institutions' and nations' objectives in providing opportunities for study. The relationship between covert and overt objectives, and the objectives of the foreign student in relation to those of his native culture, country, or government as well as to those of the receiving institution, society, or government, tend to be unexpressed and unmeasured.

(3) The research designs of foreign-student studies leave much to be desired. Definition of terms, application of appropriate statistical models, and selection of appropriate or adequate population samples are at variance with accepted research techniques and sophistication.

(4) Most research tends to be local, parochial, and nonlongitudinal. Little in the way of pooled, long-term, large-sample research was found.

(5) Those research findings that do exist in the literature tend to end in the literature. There is very little indication that much has been done about the findings, or that the findings were or ever would be checked by any cross-validation study.

(6) Most research tends to be superficial and nongeneralizable, performed by individuals with, perhaps, a passing interest in the problem. It is evident that little governmental or private funding for this area of research is available. Research funding for this educational activity is wholly inadequate.

(7) Most studies do not refer to, or take into consideration, psychological or cross-cultural problems or research performed on general second-culture variables, nor do they relate to Americans abroad.

(8) There is considerable emphasis on English-language proficiency as it relates to foreign-student achievement. However, there is a concurrent lack of experimentation on intelligence, native-language proficiency, and aptitude variables.

(9) Selection, admissions, and instructional programs carried out experimentally as a basis for research are almost totally lacking.

The review of the research indicated a paucity of experimental studies but a very large number of qualitative essays, *ad hoc* demonstratives, and variations of practices. They were frequently based on observation in only one setting, and with only one group of foreign students. It would appear that foreign-student programs are developed, organized, and administered without systematic research effort, and that selection and instructional programs are based largely on unvalidated intuition and hunch.

Several bibliographies have been attempted. Some have been published:

(1) The Institute of Advanced Projects at the East-West Center, Hawaii, started to develop a comprehensive annotated bibliography in 1964.

(2) United States Department of State, Bureau of Intelligence and Research. *Cross-cultural education: A bibliography of government-sponsored and private research on foreign students and trainees in the U.S. and in other countries, 1946–1964*. Washington, D.C.: USDS, 1965.

(3) Dedijer, S. *Brain drain and brain gain*. A bibliography on migration of scientists, engineers, doctors, and students. Lund, Sweden: Research Policy Program, 1967.

(4) Crabbs, R. F., and Holmquist, F. W. *United States higher education and world affairs*. New York: Frederick A. Praeger, 1967. Published in cooperation with the Indiana University Committee on International Affairs.

(5) National Association for Foreign Student Affairs and Institute of International Education. *Research in international education—1960–1967*. New York: NAFSA and IIE, 1960–67.

Some of these bibliographies present annotated entries, which would certainly prove useful to any researcher in the field. None, however, is completely comprehensive, and none covers all of the same types of research useful to someone investigating cross-cultural variables.

The preparation of this bibliography was undertaken in response to some recommendations from the Seminar on Research in Programs for Foreign Students, the Institute of International Education, and the National Association for Foreign Student Affairs. The work in collecting the entries, reviewing the literature, and preparing the manuscript was supported in full by the Measurement and Research Division, Office of Instructional Resources, University of Illinois. The publication was funded by the Institute of International Education.

Our purposes were simple:

(1) to facilitate research in the field of international educational exchange;

(2) to indicate to researchers in the field the wealth of data and information available from the fields of psychology, sociology, and anthropology;

(3) to emphasize the need for more longitudinal and large-scale research effects across institutions and national boundaries;

(4) to inform those who are interested in what has been accomplished in order to make the congruence between research and practice closer; and

(5) to lead researchers into new areas of investigation by outlining what has already been done.

It should be obvious that this is not a complete bibliography. There are many institutional mimeographed reports unknown to us, some journal articles missed, some publications untapped. But we do feel it is as comprehensive as staff, funds, patience, and time permit. We covered some areas other bibliographies would not. And some areas were omitted—hopefully by rational bias. For example, we did not treat English as a second language except as it was related to academic success. We included some articles on generalized cross-cultural activity—from one nation to another, even if neither of the nations was the United States—and on some sources for the psychology of second-culture adventure.

To our typist, Marjorie Eisenberg, goes a debt of gratitude hardly compensated for by salary, and to the University of Illinois, to Charles McIntyre, director of the Office of Instructional Resources, and to the Institute of International Education, our deepest appreciation for making this project possible.

Urbana, Illinois
August, 1968

Richard E. Spencer
and Ruth Awe

BIBLIOGRAPHICAL METHODOLOGY AND LIMITATIONS

The following indicates an outline of procedures, resources, and methods used in developing the bibliography. An inspection of the definitions of bibliographical divisions and the entries in the bibliography itself can also serve to describe the procedure.

I. Areas of Research Included and Excluded

A. Areas of Research Included
  1. Grade and high school exchanges
  2. Government publications
  3. Doctoral dissertations (Ed. D., and Ph. D.)
  4. Masters' theses
  5. Specific categories as listed in "Descriptions of Bibliographical Divisions" (p. 4)

B. Areas of Research Excluded
  1. Peace Corps
  2. English as a second language – proficiency testing

II. Where Information Was Obtained

A. Library
  1. Education Index (1929–1968)
  2. International Index (1907–1968)
  3. Reader's Guide (1915–1968)
  4. Card catalogue, University of Illinois Library
  5. Bibliographies of published articles

B. Survey of Doctoral Dissertations (1928–1968), by DATRIX, University Microfilms, Xerox Corporation, Ann Arbor, Mich.

C. United States Government Organizations Specifically Contributing
  1. Congress and various committees
  2. Department of Agriculture
  3. Department of Commerce
  4. Department of Defense
  5. Department of Health, Education, and Welfare
  6. Department of State

D. Foundations and Universities Specifically Contributing
  1. Carnegie Foundation
  2. Ford Foundation
  3. Institute of International Education
  4. National Association for Foreign Student Affairs
  5. Kansas State University
  6. Michigan State University
  7. University of Hawaii
  8. University of Illinois
  9. University of Michigan

III. Miscellaneous

A. A "Descriptions of Bibliographical Divisions" precedes the bibliography.

B. Some titles are repeated when the content seems to apply to more than one area.

DESCRIPTIONS OF BIBLIOGRAPHICAL DIVISIONS

I. International Exchange of Students, Teachers, and Specialists

A. *Selection.* Procedures followed in the selection of foreign students. *Admission.* Practices instituted by universities in admitting foreign students. *Orientation.* Programs initiated to help the student adapt to American life.

B. *Scholarships.* Fulbright fellowships, university scholarships awarded for exchange purposes. *Grants.* Financial assistance offered by national governments, foundations, and businesses.

C. *Foreign Student Advisers.* Problems encountered by the advisers to foreign students.

D. *Attitudes.* Pre-established opinions and attitudes, attitude changes, and ideas about America held by foreign students. *Adjustment.* Problems encountered in cross-cultural living, including social life.

E. *Hospitality of Host Country.* Housing facilities offered in the university environment. *Community Relations.* Understanding promoted by host families and community organizations.

F. *Academic Achievement.* Grade-point average achieved by foreign students, abilities tested, and degrees sought and received.

G. *Returnees.* Problems faced by the student upon returning to his own country. *Follow-up Evaluations.* Perspective on the results of exchange, including careers pursued by students after graduation.

H. *Brain Drain.* Foreign specialists who remain in an industrialized nation rather than return with their skills to their native (often underdeveloped) country.

I. *Professional Educators.* Teachers who teach or continue their education abroad. *Specialists.* Doctors, engineers, nurses, and other professionals who work or continue their education in countries other than their own.

J. *U.S. Nationals Abroad.* U.S. students, personnel, and others who travel abroad for educational purposes.

K. *Foreign Students and Other Foreign Visitors in the United States.* Foreign students and other nonimmigrant visitors to the United States. Includes titles on employment of nonimmigrant visitors in the U.S.

L. *Personnel and Program Interchanges.* Government, university, and privately sponsored exchange of personnel and programs.

M. *Immigration Policies.* Laws and regulations established by the United States Government concerning immigration and foreign visitors.

N. *Overseas Activities of U.S. Universities.* Programs and extensions of U.S. universities established in foreign countries.

II. Educational Curriculum

A. *English as a Second Language.* English studied as a foreign language by the foreign student in the United States.

B. *Linguistics and Other Languages.* Speech, other aspects of the English language, and other foreign languages studied by the foreign student.

C. *Courses of Study.* Courses (other than languages) offered to foreign students.

III. General Works on International Educational and Cultural Exchange

World stability, foreign policies, and the development of underdeveloped countries influenced by international efforts in education. Also, general analyses and critiques of the field as a whole.

IV. Cross-cultural and Psychological Studies Relevant to Educational Exchange

V. Bibliographies

ABBREVIATIONS

The following abbreviations are used in this book.

AAC	Association of American Colleges
AACRAO	American Association of Collegiate Registrars and Admissions Officers
AAJC	American Association of Junior Colleges
AAUP	American Association of University Professors
AAUW	American Association of University Women
ACE	American Council on Education
ACLS	American Council of Learned Societies
AFME	American Friends of the Middle East
CEEB	College Entrance Examination Board
CIEE	Council on International Educational Exchange
CST	Council on Student Travel (beginning 1967, CIEE)
EIL	Experiment in International Living
ETS	Educational Testing Service
EWA	Education and World Affairs
IIE	Institute of International Education
IRA	International Research Associates
NAFSA	National Association for Foreign Student Affairs (before 1964, National Association of Foreign Student Advisers)
NASSP	National Association of Secondary School Principals
NCEA	National Catholic Education Association
NEA	National Education Association
PAU	Pan American Union
SSRC	Social Science Research Council
UN	United Nations
Unesco	United Nations Educational, Scientific, and Cultural Organization
United States Government:	
AID	Agency for International Development
USC	United States Congress
USDA	United States Department of Agriculture
USDC	United States Department of Commerce
USDD	United States Department of Defense
USDHEW	United States Department of Health, Education, and Welfare
USDS	United States Department of State
USGPO	United States General Publishing Office
USIA	United States Information Agency
USIS	United States Information Services
USOE	United States Office of Education

I. INTERNATIONAL EXCHANGE OF STUDENTS, TEACHERS, AND SPECIALISTS

A. SELECTION / ADMISSIONS / ORIENTATION

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